



# Asian American and Pacific Islander Educators Network

Virtual Meeting  
Thursday, September 16, 2021  
4:30 - 6 p.m.

<https://www.sccoe.org/sclis/aapi>



**Please put your name, role and your district/agency in the chat.**



# Logistics

- State your name when speaking
- Mute your microphone when not speaking
- Use the chat box to ask questions (be specific) and/or use the “raised hand” icon to indicate that you have a question



# Leadership, Service, & Advocacy

## County Superintendent



Dr. Mary Ann Dewan

## County Board of Education



Victoria Chon  
*Area 5*



Joseph Di Salvo  
*Area 4*



Rosemary Kamei  
*Area 3*



Grace Mah  
*Area 1*



Peter Ortiz  
*Area 6*



Claudia Rossi  
*Area 7*



Tara Sreekrishnan  
*Area 2*



# Network Objectives

- Provide professional networking opportunities for AAPI educators;
- Learn about trending topics related to AAPI students and educators;
- Discuss issues and challenges related to AAPI students and educators; and
- Encourage AAPI educators to aim for leadership roles



# Background

- First meeting was held in July 2015
- In 2021, the Santa Clara County Office of Education in collaboration with the Asian American and Pacific Islander Educators Network developed a [Statement of Solidarity](#) for Asian American and Pacific Islander Students and Communities



# 2021-22 Goals

- develop broader and deeper knowledge of the local Asian American and Pacific Islander history and community
- develop a toolkit for educators (teachers and administrators) to support them in the education and identity development of Asian American and Pacific Islander students



# 2021-22 Meeting Topics

1. Immigration and Diaspora: History and Now
2. Local Geography/Physical and Community Space (Nov 1)
3. Education (February 3)
4. Identity (May 9)





# Agenda

**I. Welcome and Introductions**

**II. Getting Centered**

**III. Facilitated Discussion**

*Immigration and Diaspora: History and Now*

**IV. Panelist Discussion**

**V. Participant Discussions and Share Outs**

**VI. Closing & Feedback**



# Getting Centered



Sofia Fojas  
Arts Coordinator,  
Professional Learning and  
Instructional Support Division,  
Santa Clara County Office of Education



# Land Acknowledgment

*We acknowledge that Santa Clara County schools and districts occupy the unceded territory of the [Muwekma Ohlone Nation](#), the sovereign nation and original people of the skies, land, and waters where we work. It is vitally important that we not only come to understand the history of this land, but that we recognize that the Muwekma Ohlone people are living and flourishing within Santa Clara County communities.*



# Statement of Solidarity

**The Santa Clara County Office of Education (SCCOE) in collaboration with the Asian American and Pacific Islander Educators Network affirms its commitment to...**

- creating inclusive, affirming, and equitable school environments for each and every Asian American and Pacific Islander student, family, and staff of our Santa Clara County schools. This statement thus provides rationale and a foundation for operationalizing equity and social justice at the systems level for the Asian American and Pacific Islander students, families, and staff who make up our school communities.
- recognizing that the broad categories of “Asian American” and “Pacific Islander”, [when disaggregated](#), encompass a diversity of cultures, languages, religions, histories, geographical ties, immigration status, socio-economic backgrounds, and generations among over 50 ethnic groups, comprising almost [90,000 K-12 students](#) (35.3%) across Santa Clara County.



# Statement of Solidarity

- taking appropriate action to disrupt and dismantle the stereotypes that create barriers to full expressions of humanity for [Asian American](#) and [Pacific Islander](#) students. We recognize that such stereotypes lead to [bullying, harassment, and violence](#) as well as invisibility and dismissal of individual student's needs in school environments.
- nurturing and cultivating the social, emotional, and academic development of all Asian American and Pacific Islander students so that each student's full humanity is recognized and actualized.
- providing the institutional supports for Asian Americans and Pacific Islanders that are responsive to their unique experiences and needs.

In this spirit, the SCCOE proudly re-affirms its commitment to Asian American and Pacific Islander students, families, and staff as part of its ongoing practice as a leader in educational equity and social justice for all based on SCCOE's [non-discrimination policy](#), and [its goals](#).



# Panel & Facilitated Discussion

## *Immigration and Diaspora*



### **Facilitator**

Erica Misako Boas, Ph.D.

(she/her/hers)

Education Researcher / Community Activist



# our approach to the curricular toolkit

- *Constructivist*: co-exploring stories and experiences (questions are as important as facts)
- Based in the rich local histories, experiences, and knowledge held within the AAPI community across Santa Clara County
- Knowledge and wisdom (expertise) come from experience, practice, and reflection: non-hierarchical
- Collecting and sharing resources that have been of use to community members
- Building toward a truthful, additive, multidimensional, & humanizing curriculum: *transformative*



Milton Keynes 1, 1991, Silk, Siripan Kidd





observe



reflect



*What do you observe?*

SRI LANKAN  
INDONESIAN  
CAMBODIAN JAPANESE CHUUKES  
TONGAN **INDIAN** MALAYSIAN **KOREAN** PALAUAN  
THAI **CHINESE** TAIWANESE  
BURMESE **CHINESE** HMONG  
FIJIAN BANGLADESHI **FILIPINO**  
SAMOAN BHUTANESE  
LAOTIAN **VIETNAMESE** NEPALE  
PAKISTANI CHAMORRO  
NATIVE HAWAIIA  
MARSHALLESE

@ProfMChin



japanese putien  
vietnamese indonesian mongolian  
tibetan thai cantonese marshallese  
hiligaynon tagalog tetun kachin  
laotian hakka filipino cambodian fuzhou  
uyghur burmese shanghainese mandarin  
khmer karenni karen tamil ilokano  
taiwanese bahasa indonesia  
tongan chin azeri cebuano toishan  
toishanese fukienese falam hmong  
japanese malay korean  
chuukese chaochow malayalam  
wenzhou samoan

*What do you observe?*



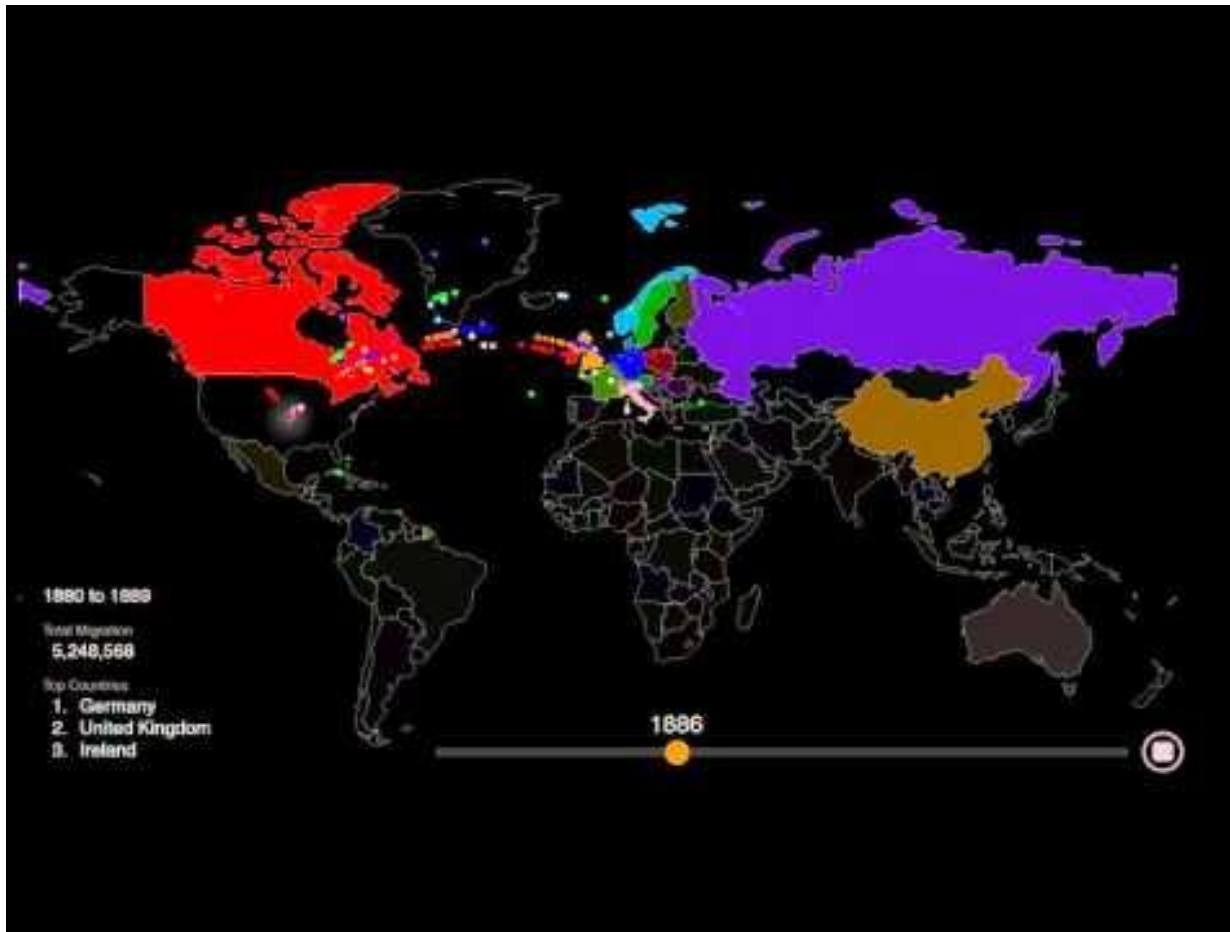
|                  |             |                    |                    |
|------------------|-------------|--------------------|--------------------|
| Azeri            | Korean      | Malayalam          | Uyghur             |
| Falam            | Tamil       | Tibetan            | Chuukese           |
| Karen            | Cantonese   | Chin               | Javanese           |
| Shanghainese     | Hakka       | Ilokano            | Fuzhou             |
| Bahasa Indonesia | Laotian/Lao | Mandarin           | Putien             |
| Filipino         | Tetun/Tetum | Toishan/Toishanese | Vietnamese         |
| Karenni/Kayah Li | Cebuano     | Indonesian         | English-Australian |
| Tagalog          | Hiligaynon  | Marshallese        | Kachin             |
| Burmese          | Malay       | Tongan             | Samoan             |
| Fukienese        | Thai        | Japanese           | Wenzhou            |
| Taiwanese        | Chaochow    | Mongolian          |                    |
| Khmer/Cambodian  | Hmong       |                    |                    |



## 2 Centuries of U.S. Immigration

From 1820 to 2013, 79 million people obtained lawful permanent resident status in the United States. This map visualizes all of them based on their prior country of residence. The brightness of a country corresponds to its total migration to the U.S. at the given time.

1 dot = 10,000 people



*What do  
you  
observe?*

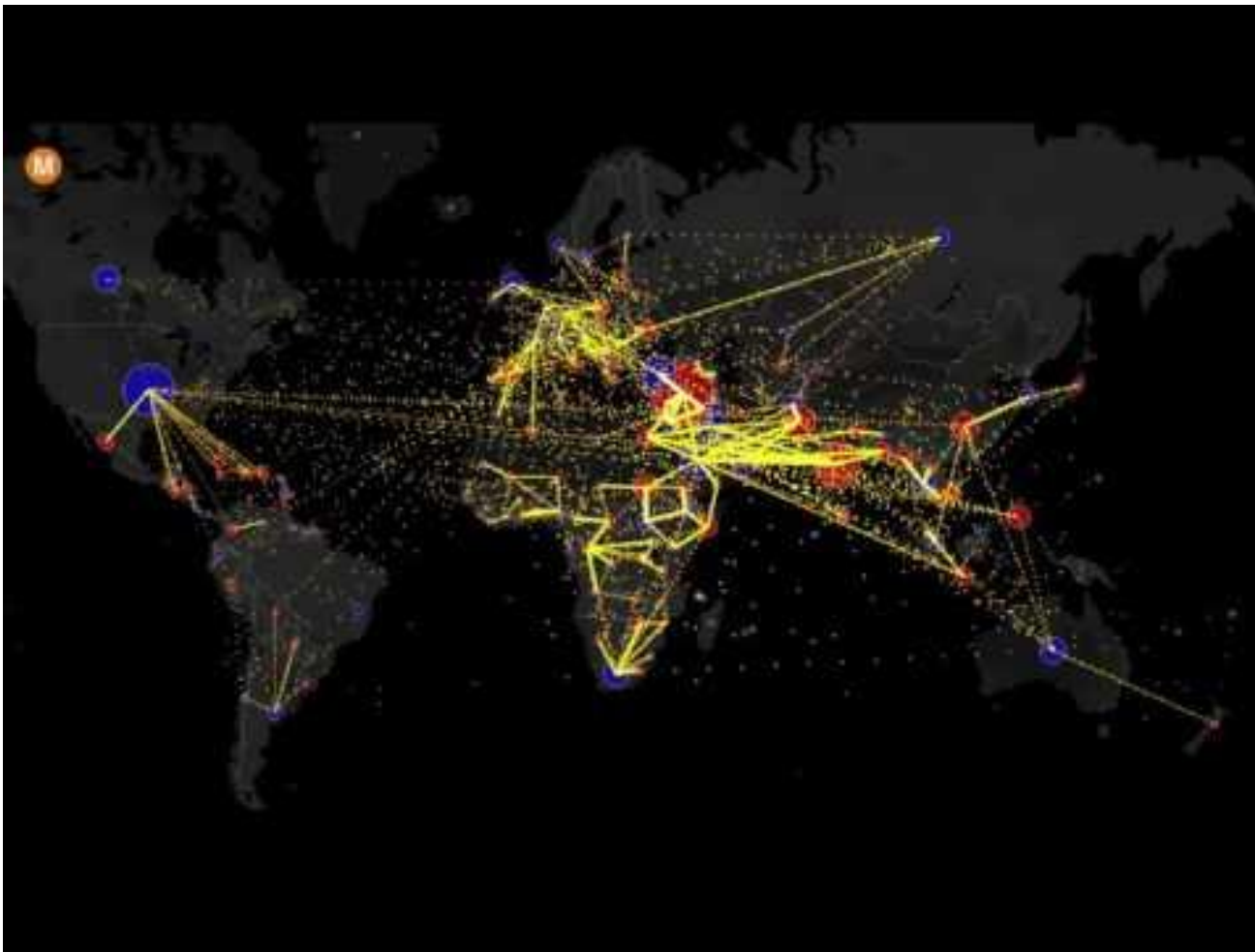
Source: Here is Everyone Who Has Emigrated to the United States Since 1820 ([Metrocosm, 2016](#))





This map shows net migration (inflows minus outflows) by country of origin and country of residence between 2010 and 2015.

Blue circles = positive net migration (more inflows). Red circles = negative net migration (more outflows). Each yellow dot represents 1,000 people.



*What do  
you  
observe?*

Source: Mapping the World's Immigration Flows, Country-by-Country ([Metrocosm, 2016](#))



# *Why start with immigration and diaspora?*

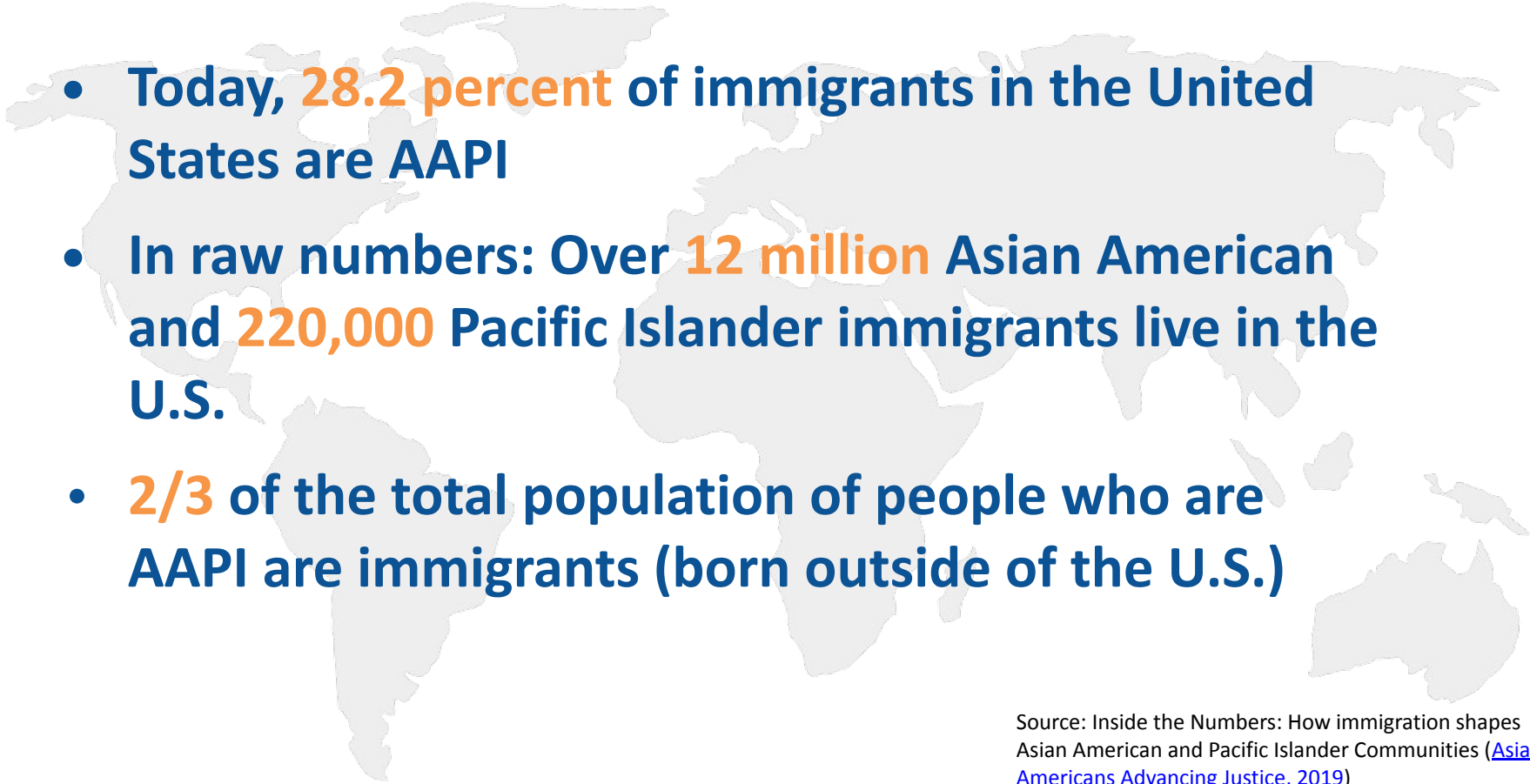
We are people who were/are...

- Part of major waves of immigration history.
- Displaced and forced out by imperialism, colonialism, and other forms of violence.
- Seeking certain forms of freedom.
- Emigrating to places spanning the world (diasporic).

50+ ethnicities

60+ languages



- 
- Today, **28.2 percent** of immigrants in the United States are AAPI
  - In raw numbers: Over **12 million** Asian American and **220,000** Pacific Islander immigrants live in the U.S.
  - **2/3** of the total population of people who are AAPI are immigrants (born outside of the U.S.)

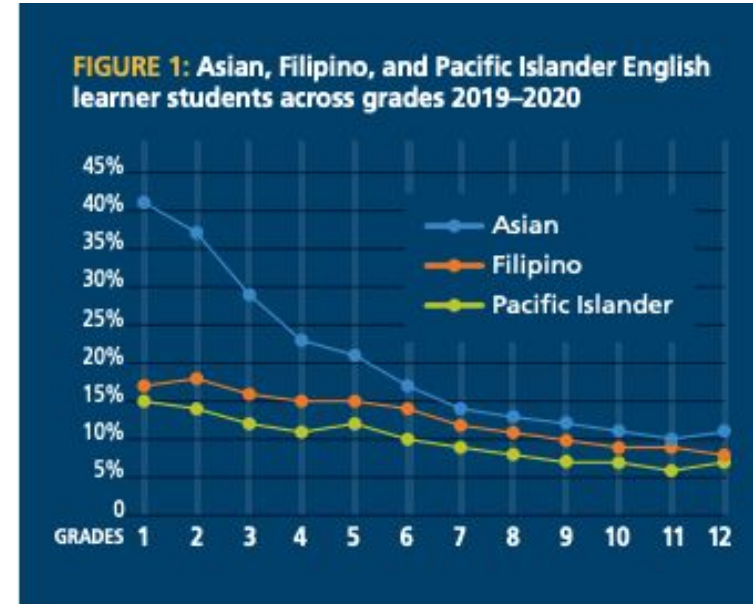
Source: Inside the Numbers: How immigration shapes Asian American and Pacific Islander Communities ([Asian Americans Advancing Justice, 2019](#))



# AAPI students, CA & SCC

California: Asian American and Pacific Islander (AAPI) students make up about **12 percent** of the state's nearly 6.2 million students.

Santa Clara County: Has the highest proportion of AAPI students, with **93,485** of its 272,132 students identified as AA or PI (35 percent).



Source: Asian American and Pacific Islander Students in Focus: Demographics and Enrollment Data (CSBA, 2021)





# take note: tensions within the category

- There is little shared understanding about the reasons for the racial category that entwines “Asian American” with “Pacific Islander” (AAPI).
- When we consider the forces that impact the two groups, we understand that there are major differences, including experiences of colonialism & imperialism, treatment in schools, and stereotypes.
- Within the categories “Asian American” and “Pacific Islander”, we understand that there are major ethnic and cultural differences.
- We understand that to be inclusive and equity-minded, we must contend with these tensions.

***This topic will be taken up more fully in the February 3rd meeting.***



Why might it be valuable to think of the peoples making up the AAPI category as *diasporic*?

How can telling and learning about personal and family histories impact our work in schools?



# Panelists: Immigration & Diaspora



**An Bui**

Poet and  
Social Worker in Training



**Sofia Fojas**

Arts Coordinator,  
Santa Clara County Office of  
Education



**Funie Hsu, Ph.D.**

Associate Professor of  
American studies,  
San Jose State University



# *An's Family Immigration Story*





# *An's Family Immigration Story*



# An's Family Immigration Story



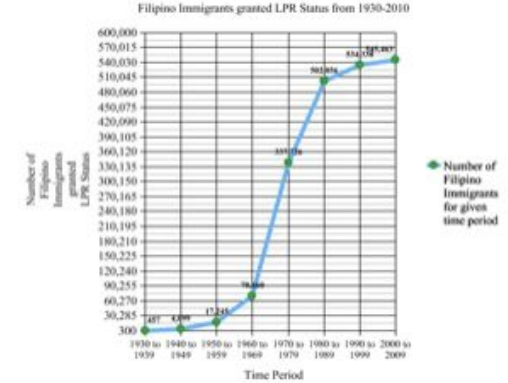


# Immigration and Diaspora



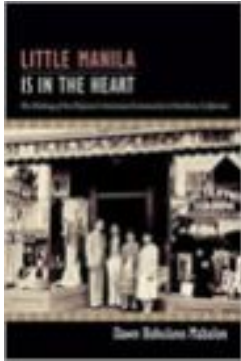
**Sofia Fojas**

Arts Coordinator,  
Santa Clara County Office of  
Education



# Resources

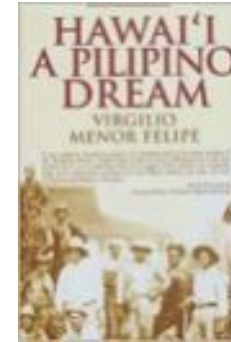
## Books Rooted in Filipino Experiences



**Manila Is in The Heart**  
by Dawn Mabalon



**Manila Noir**  
ed. by Jessica Hagedorn



**Hawai'i A Pilipino Dream**  
by Virgilio Menor Felipe





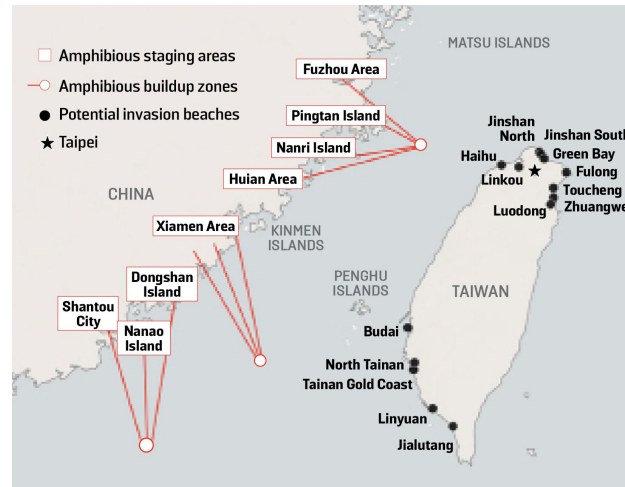
# Immigration and Diaspora



**Funie Hsu, Ph.D.**

Associate Professor of American studies, San Jose State University

**Plurality,  
Complexity,  
Nuance**



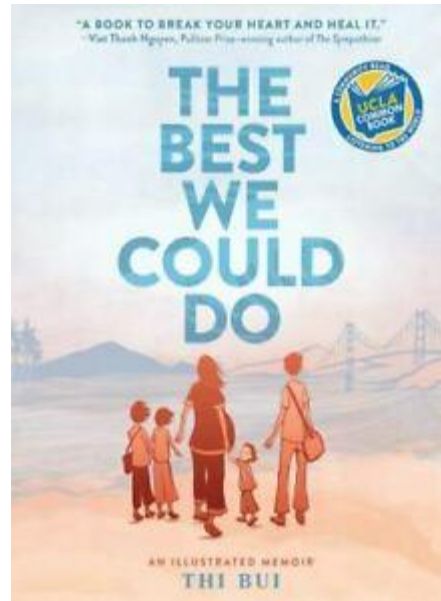
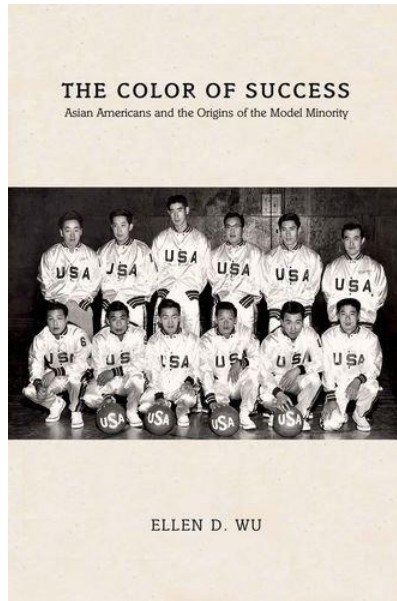
# 1965 Immigration Preferential Categories

1. Unmarried children under 21 years of age of U.S. citizens
2. Spouses and unmarried children of permanent residents
3. Professionals, scientists, and artists "of exceptional ability"
4. Married children over 21 years of age and their spouses and children of U.S. citizens
5. Siblings and their spouses and children of U.S. citizens
6. Workers in occupations with labor shortages
7. Political refugees

More detailed refugee legislation in the 70s and 80s



# Resources



<https://www.saada.org/>



# Breakout Conversations

1. What is something you heard tonight that excited you?
2. Thinking about your role, what is one thing you can apply to your school context? How would you do it?
3. How does telling and hearing stories about family histories change the narrative about AAPI communities that exists in schools (and beyond)?

For your discussions:

- Use the [note catcher](#).
- Assign a notetaker. (This will help us to capture YOUR stories and insights.)
- Be sure that each person has a chance to speak.
- Listen with heart.



# SHARE-OUT



# in closing

Thank you for participating in the co-construction of our constructivist transformative AAPI studies curricular toolkit.

Special thanks to our panelists: An Bui; Dr. Funie Hsu, & Sofia Fojas!

## **Next steps:**

- If you'd like to contribute a story or testimonial, reach out to Dr. Yee Wan.
- We will collate notes from discussion and panelist contributions to create the first phase of the toolkit.
- We will share the toolkit.



# Planning Committee Members

- Kasturi Basu, Alum Rock Union School District
- Tina Choy, Berryessa Union School District
- Keysha Doutherd, Santa Clara County Office of Education
- Sofia Fojas, Santa Clara County Office of Education
- Eva Marlow, Evergreen School District
- Joanna Shea, East Side Union High School District
- Jas Sohal, Santa Clara County Office of Education
- Dr. Yee Wan, Santa Clara County Office of Education





# ***Please Provide Feedback***

<https://www.surveymonkey.com/r/AAPIEN0091621>

THANK YOU!





# Upcoming Meetings

Join us for the next three network meetings!

November 1, 2021 | 4:30 to 6 p.m.

February 3, 2022 | 4:30 to 6 p.m.

May 9, 2022 | 4:30 to 6:30 p.m.

(final meeting may be in person)

[Invite your colleagues to register!](#)





## **Yee Wan, Ed.D.**

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Instructional Services Department

Professional Learning & Instructional Support Division

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(408) 453-6825



# Connect with SCCOE

- Social Media



- Ed Bulletin (e-newsletter)
- [www.sccoe.org](http://www.sccoe.org)

